

Northumberland's Shortstay PRU: Pupil Premium Funding

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil Premium pupils are defined as those claiming free school meals at least once in the previous 6 years. Schools receive £1,320 for pupils in year groups reception to year 6 and £935 for pupils in years 7 to 11.

In 2013 the DfE introduced Pupil Premium Plus for looked after and previously looked after children who:

- Are in local authority care in England.
- Have been adopted from care in England or Wales.
- Left care under a Special Guardianship Order (SGO).
- Left care under a Child Arrangements Order (formerly known as a Residence Order).

Pupil Premium Plus is currently £1,900 per child per year and will be increased to £2,300 from April 2018.

Commissioners of Pupil Referral Unit places are asked to identify pupils who have previously attracted pupil premium funding.

Allocations of pupil premium are made based on the school which the pupil attends at the time of the January School Census. Pupil premium is paid to local authorities who then manage the funding and then pass it on to the schools they fund. Local authorities also decide how pupil premium funding is allocated in alternative provision settings including PRUs.

Northumberland LEA has made the decision not to allocate or pass on pupil premium funding of dually registered pupils to the Northumberland PRU, but to allocate the funding to the pupil's mainstream school.

Permanently excluded pupils placed at the PRU through EOTAS may receive Pupil Premium – funding is allocated based on the number of single registration Pupil Premium pupils on roll during the January census. In January 2018 the PRU census information (1 primary and 2 secondary pupils) resulted in £3,190 being allocated to the PRU. The allocation of funding in no way represents the number of Pupil Premium pupils in the PRU for the rest of the year, single or dual registered.

Analysis of LEA figures for fixed term and permanent exclusions indicate a strong correlation between those placed at the PRU and social deprivation.

A key objective at the PRU is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring pupils make good progress. Through targeted intervention we work to eliminate barriers to learning, progress and inclusion.

Northumberland's Shortstay PRU 2016-2018 Pupil Premium Strategy Statement:March 2018

1. Summary information for 2017-2018				
Total number of pupils registered at the PRU: 42 Average length of stay at the PRU = 28 weeks Number of pupils eligible for pupil premium funding: 32 (76% of school roll)			FSM & Ever 6= 29 Pupil Premium Plus=3 Service children=0	
Number of pupil premium children in each year group: Yr2=4 of 5 Yr3=1 of 2 Yr4=2 of 3 Yr5=1 of 1 Yr6=3 of 5 Yr7= 8 of 10 Yr8=8 Of 9 Yr9=3 of 4				
Total PP budget				
Date of most recent PP Review				
Amount of pupil premium funding allocated to the PRU: £3,190 Amount of PP funding the PRU should have received: £34,025		Amount per pupil: Year 2 to 6 =£1,320 Years 7 to 9 =£935 Service children =£300 Pupil Premium Plus (For looked after and previously looked after children) = £1,900		
Date of external pupil premium review: March 2018	Dates of internal half termly reviews: 23/3/18, 18/05/18 and 13/7/18.			
2. Key indicators for summer 2017		PRU received £10,835 for 2016-2017		
Cohort =49 Number of pupils eligible for PPG = Number of pupils not eligible for PPG = Progress measured by the iASEND assessment measure not the national progress measures	Pupils eligible for PPG	Pupils not eligible for PPG	In school gaps	
% making expected progress in reading from their starting points on entry	73%	86.8%	-13.8%	
% making more than expected progress in reading from their starting points on entry	59.8%	71.1%	-17.3%	
% making expected progress in writing from their starting points on entry	70.7%	75.8%	-5.1%	
% making more than expected progress in writing from their starting points on entry	62.2%	67.4%	-5.2%	

% making expected progress in mathematics from their starting points on entry		69.5%	81.9%	-12.4%
% making more than expected progress in mathematics from their starting points on entry		57.8%	64.8%	-7%
		Pupils eligible for PPG	Pupils not eligible for PPG	In school gaps
Attendance % The 2017 primary national average is 96%. The 2017 secondary national average is 94.8%.		85.32%	79.41%	+5.91%
Persistently absent % (All children with an attendance rate of 90% or below) The 2017 primary national PA average is 8.7%. The 2017 secondary national PA average is 12.2%.		51.16%	54.545	3.29% lower
Reintegration Readiness Scale data: this compares data on entry to data when they leave the PRU and indicates helps the PRU to decide if they are ready for the next phase of their education ie ready to be reintegrated into their former school or ready to attend their new school. Self-control and Management of behaviour E= Point of entry L = Point of leaving Social skills Skills for Learning Approach to learning Self-awareness and confidence		E L 57% 64% 55% 64% 58% 68% 57% 63% 53% 59%	E L 53% 66% 50% 64% 54% 68% 54% 65% 52% 62%	Progress -6% -5% -4% -5% -4%
3. Barriers to future attainment for pupil eligible for pupil premium funding in 2017-2018				
A.	Poor literacy and numeracy skills that have not been identified or addressed at main stream schools.			
B.	Social, emotional and mental health needs that have not been identified or addressed at main stream schools.			
C.	An increasing number of pupils have a poor attendance rate on arrival.			
D.	Low self-esteem and low aspirations of some pupil premium children.			

E.	Some parents have a low opinion of schools, are hard to reach and reluctant to engage and trust the PRU's leadership team and teachers.
F.	The PRU does not receive the full amount of pupil premium funding that they should.

4. Outcomes and success criteria for summer 2018

A.	Progress target: Pupils to make accelerated progress in English (reading & writing) and mathematics.
B.	Provide focused, effective support to address each child's social, emotional and mental health needs.
C.	Attendance: Every pupil (pupil premium and non-pupil premium) to improve their attendance rate.
D.	Provide a broad and balanced curriculum that enables the PRU to achieve outcomes A, B and C.

5. Planned expenditure 2017-2018

i. Strengthen the quality of teaching.					Total budgeted cost =From main school budget
Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far Lower school = Years 2 to 6 Upper school = Years 7-9

1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	<ol style="list-style-type: none"> 1. All teachers to use all available information on each pupil premium child to inform their planning, teaching and personalised support for them in lessons. 2. All staff to ensure they are effectively using gap analysis to identify gaps in learning that need addressing and closely track progress. 3. CPD on needs/support of pupil premium children and what good/outstanding lesson planning looks like. 4. Lesson and intervention observations specifically focus on stretch/challenge for PP children. 5. SLT/subject leaders to QA lesson planning to make sure tasks are matched to ability and are challenging. 6. Appoint 5 new teaching assistants with appropriate levels of skills and experience to proactively support teaching, learning and deliver structured interventions in classrooms and outdoor learning areas. Also provide INSET to address any gaps in their skills and those of our current teaching assistants. 	<p>Disadvantaged outcomes are lower than those for non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Lesson observations • Book scrutinies • Progress tracking every 2 weeks. • Performance reviews –our keeping in touch meetings. • Fortnightly school improvement clinics to improve teaching and learning. 	<p>AHT (EB)</p>	<p><u>March 2018</u></p> <p>There has been significant improvement in teaching and learning in the lower school and progress outcomes are rising.</p> <p>Due to permanent staff being on maternity leave we have had to employ cover staff in the upper school. Teaching and learning standards are improving but are not yet consistently good. Bespoke INSET has been arranged for secondary practitioners.</p> <p>Due to targeted INSET teaching assistants now have better questioning skills and their formative assessment is more accurate.</p>
2) All teachers and TA's to have a performance management target linked to pupil premium or SEND outcomes.	<ol style="list-style-type: none"> 1. Performance management targets linked to pupil premium / SEND outcomes agreed by end of October for teachers and TA's. 2. High, yet realistic targets to match our higher aspirations for 2018 pupil premium outcomes. 	<p>Pupil premium outcomes need to improve.</p>	<p>Half termly keeping in touch meetings and school improvement clinics to address weaknesses.</p>	<p>HT, AHT and Support Services Manager</p>	<p>Increased teacher and TA accountability.</p>

3) Improve the quality of feedback, marking and assessment, so they impact strongly on the attainment and progress of pupil premium children.	<ol style="list-style-type: none"> 1. All staff to mark the books of pupil premium children in great depth; clear next steps marking to model or scaffold how the pupils need to improve their work. 2. Pupils respond to teacher feedback by improving their work. 3. Re-introduced assertive mentoring, baseline assessments improved and external/internal moderation to ensure assessment is accurate and consistent across the PRU. 	Marking needs to impact more strongly on pupil progress.	Weekly checks to ensure our marking and assessment policies are being fully implemented. Moderation meetings with Linhope PRU and a local school.	All teachers SLT to QA	<u>March 2018</u> We now have a clear assessment policy which is understood by all staff and pupils are clearer about know their next learning steps. However, feedback and marking is not yet of a consistent high standard across the PRU.
ii. Targeted support for pupil premium children. Total pupil premium funding received = £3,190 Total spent =£25,007					
<u>ENGLISH</u> Pupils make accelerated progress in reading and writing.	<ol style="list-style-type: none"> 1. Introduce, implement and embed Read Write Inc, phonics and Fresh Start programmes from September to improve reading and writing skills. 2. Create new lower school reading room and attractive reading areas in every classroom. New reading books. 3. Guest authors/poets and exciting reading events eg World Book Day event to motivate and encourage pupils to read more frequently and improve their literacy skills. 4. Deliver English catch up sessions to address gaps in learning eg" Read and Respond". 5. New writing exercise books purchased with special lines to improve handwriting. 	On entry most of our pupils are well below age related standards and have significant gaps in their learning.	Learning walks Book scrutinies Progress tracking and meetings School improvement clinics to improve teaching and learning.	English lead (LS)	<u>September 2017 - March 2018</u> New Read Write Inc programme/resources are beginning to improve our pupils reading and writing skills and confidence. <u>Expected progress or above</u> PP = 73.75% Not PP = 53.5% Gap= +20.25% <u>More than expected progress</u> PP=62.5% Not PP =39% Gap = +30.5%

<u>MATHS</u> Pupils make accelerated progress.	<ol style="list-style-type: none"> 1. Introduce, implement and embed appropriate structured maths/numeracy intervention programmes. 2. Deliver maths catch up sessions to address gaps in learning. 3. Provide specific CPD opportunities for staff to develop individual practice in terms of planning, delivery and assessment of maths. 4. Teachers to visit partner schools to observe good practice in maths and thus improve own skills and knowledge. 5. Invest in effective teacher resources to support the delivery of maths and provide appropriate training on these packages (MyMaths bought in May 2018) 6. Continue to monitor teaching and learning in maths through workbook scrutinies, lesson observations and learning walks. 	On entry most of our pupils are well below age related standards and have significant gaps in their learning.	As above.	AHT (EB)	<u>September 2017 - March 2018</u> <u>Expected progress or above</u> PP=68% Not PP = 81% Gap = -13% <u>More than expected progress</u> PP=47% Not PP = 52% Gap = -5%
---	---	---	-----------	----------	--

iii. Other approaches to raise the attainment and progress of pupil premium children. Total budgeted cost =From main budget

Desired outcome & success	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<u>ATTENDANCE</u> Every pupil to improve their attendance rate.	<ol style="list-style-type: none"> 1 Liaise with school welfare officers about letters and penalty fines if required. 2 Taxi to and from school for every pupil. 3 First day calling and home visits. 4 Rewards which pupils value sponsored by teaching agencies eg half termly improved attendance, 100% attendance and highest class attendance certificates and prizes, trips out, sports centre vouchers etc. 	Most pupils arrive with poor attendance rates due to their high exclusion rates.	Very close monitoring of attendance and good communications with parents and host schools.	Support Services Manager (KA)	<u>September 2017 - March 2018</u> On average PP children have improved their attendance rate by 3.39%. 4 PP children and 1 non PP child have a perfect 100% attendance rate. 18 PP children have an attendance rate below 90% and 7 non PP children.

<u>Provide focussed support to address each child’s social, emotional and mental health needs</u>	<ol style="list-style-type: none">1. Further develop our pastoral support systems and liaise well with outside agencies that support our children.2. Liaise closely with host school. Our admission forms will be revised so we collect information about the pupil premium strategies used by the host schools and the effectiveness of them. This will help us to provide high quality individual care, support and guidance (IS sessions).3. Develop a comprehensive, outstanding anti bullying policy and associated practice.4. Review and develop behaviour profiling, assessment, recording and tracking.5. Ensure our School Voice/School Council informs/impacts on school development.6. Create a sensory and comfort room.	Most pupils have extensive social, emotional and mental health needs which have not been addressed by mainstream schools.	Close monitoring of behaviour and personalised support.	HT (TD) and RG	<u>March 2018</u> All pupils are making good progress towards the re-integration readiness threshold and some have made remarkable progress. (See case studies) <table><tr><td><u>Progress</u></td><td><u>PP</u></td><td><u>Not PP</u></td></tr><tr><td>Self-control/Behaviour</td><td>5%</td><td>7%</td></tr><tr><td>Social skills</td><td>6%</td><td>7%</td></tr><tr><td>Skills for learning</td><td>8%</td><td>11%</td></tr><tr><td>Approach to learning</td><td>8%</td><td>7%</td></tr><tr><td>Self-awareness/Confidence</td><td>9%</td><td>10%</td></tr></table>	<u>Progress</u>	<u>PP</u>	<u>Not PP</u>	Self-control/Behaviour	5%	7%	Social skills	6%	7%	Skills for learning	8%	11%	Approach to learning	8%	7%	Self-awareness/Confidence	9%	10%
<u>Progress</u>	<u>PP</u>	<u>Not PP</u>																					
Self-control/Behaviour	5%	7%																					
Social skills	6%	7%																					
Skills for learning	8%	11%																					
Approach to learning	8%	7%																					
Self-awareness/Confidence	9%	10%																					
<u>RE-ENGAGE PUPILS AND PARENTS AND RAISE ASPIRATIONS</u>	<ol style="list-style-type: none">1. Quickly establish good communications with parents via pre-admission visits, regular review meetings and weekly/daily contact to praise or discuss problems. All parents are contacted at least once a week.2. Regular parents and carers surveys.3. Timetable Individual support sessions eg coaching, mentoring, target setting/review to re-engage pupils and raise aspirations.4. Develop an inspirational, motivational curriculum eg further improve outdoor learning areas, stimulating indoor classrooms and thought provoking displays that also celebrate progress.5. Further develop our outdoor learning facilities and train a member of staff to deliver Forest School activities.	On entry our pupils have low aspirations, their education has been disrupted by frequent exclusions and they poor attitudes to learning.	Establish good communications with all parents. Personalised learning programmes and support which are quality assured by senior leaders.	HT (TD) and RG	<u>Spring survey</u> Almost all parents 100% positive about all aspects of the PRU’s work, particularly the way the PRU is re-engaging their children and communicating well with parents.																		

6. Review of expenditure for previous academic year 2016-2017 Total received = £10,835 (FSM-£8,085 Pupil Premium Plus = £2,750)			
i. Quality of teaching for all: to improve the percentage of good and outstanding teaching. Funded from main PRU budget Total budgeted cost = £			
Desired outcomes & success criteria	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve pupil premium outcomes by ensuring teachers and support staff use all available data to personalise and differentiate learning.	1. CPD for staff on assessment, blooms taxonomy, pupil self-assessment, questioning skills.	Staff became more confident at using data to personalise teaching and learning, but pupil premium progress and attainment gaps still remain.	We will continue to use data to closely monitor pupil progress and to inform holistic planning.
ii. Targeted support for pupil premium children. Total budgeted cost = £10,835			
English and Maths Identify and address gaps in learning and help all PP pupils to make good progress from their starting points.	1. Initial/baseline assessment completed on entry in maths and English. 2. Regular monitoring of teachers planning/assessment and book scrutinies. 3. External moderation at termly partnership meeting to verify accuracy of English/maths assessment.	73% of PP children made expected progress in reading and 60% made more than expected progress. 71% of PP children made expected progress in writing and 62% made more than expected progress. 69.5% of PP children made expected progress in maths and 58% made more than expected progress.	Pupil premium rates of progress were lower than those of their classmates in all 3 core subjects, so we need to fine tune the support we provide for our PP children.
iii. Other approaches to improve the attainment and progress of pupil premium children. Funded from main PRU budget iv.			

<u>Attendance</u> Improve the attendance rate of every pupil.	1. Taxi's to / from school, first day calling and attendance rewards.	On average the attendance rates of PP children improved by X%. The gap between our PP children and non PP children wasX%.	
<u>Behaviour for learning, raising self-esteem and improving outdoor learning.</u>	1. Personalised interventions based on needs and readiness for re-integration data. 2. Outdoor adventure play area and maths graphic area created.	More outdoor learning taking place.	Personal Development, Behaviour and Welfare is a strength. Pupils respond well to the many interventions offered and their confidence/self-esteem are significantly improved. We plan to further develop outdoor learning eg Forest School in 2018. programme introduced.

7. Additional detail

For additional information and evidence relating to this strategy statement please see our pupil premium policy, information leaflet for parents and our School Development plan for 2017-2018.